DOCUMENT RESUME

ED 136 059 CE 010 312

AUTHOR Holup, John, Ed.
TITLE Multi-Occupations Curriculum Guide.
INSTITUTION Idaho Univ., Moscow. Coll. of Education.
SPONS AGENCY Idaho State Board of Vocational Education, Boise.
PUB DATE Nov 76
NOTE 100p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Basic Skills; *Cooperative Education; Curriculum Guides; Employment Qualifications; High School Curriculum; *Individual Development; *Job Skills; Job Training; Senior High Schools; Skill Development; *Units of Study

ABSTRACT

Designed for a high school cooperative vocational education program that encompasses all of the areas of vocational education in Idaho (usually those programs in smaller schools where specialized cooperative programs are not offered), this curriculum guide is intended for teachers in a program to offer high school seniors the opportunity to develop the knowledges, skills, and attitudes necessary to enter into and advance in an occupation through a combination of classroom instruction and planned and supervised on-the-job training. Each of the eight units contains several subunits (a total of 34) consisting of objectives, suggested student activities, notes to the teacher, suggested evaluation, and list of published materials and other resources. The units are titled (1) Introduction to Multi-Occupations, (2) Pre-Employment Preparation, (3) Growing on the Job, (4) Career Investigation, (5) Basic Skills, (6) Business, (7) Personal Economics, and (8) Job Related Instruction. (HD)

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MULTI-OCCUPATIONS CURRICULUM GUIDE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by
The Division of Vocational Teacher Education
College of Education
UNIVERSITY OF IDAHO
Moscow, Idaho

November, 1976

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CE 010 312

ACKNOWLEDGEMENTS

Mr. Roy Irons	State Administrator, Vocational Education Division
Mr. William Swenson	Assistant State Administrator, Vocational Education Division
Mr. Anthony Maucione	State Supervisor, Multi-Occupations
Mr. Jack Robertson	Consulting Editor
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Dr. James Bikkie	Chairman, Division of Vocational Teacher Education
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Respectfully submitted

John Holup
Editor and Project Director

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OVERVIEW

Multi-Occupations is a type of high school cooperative vocational education program that encompasses all of the areas of vocational education in Idaho. Its primary purpose is to offer high school seniors the opportunity to develop the knowledges, skills and attitudes necessary to enter into and advance in an occupation. This is accomplished through a combination of classroom instruction, and planned and supervised on-the-job training.

The role of Multi-Occupations is to offer the cooperative experience to students who would not otherwise have this opportunity. Multi-Occupations programs are usually established in smaller schools where specialized cooperative vocational programs are not offered. Because Multi-Occupations programs serve students with widely varied career interests, there is no unifying subject-matter field. This presents a unique challenge for curriculum development.

While much of the instruction in Multi-Occupations is individualized there is need for a curriculum guide. The student, the M.O. teacher, the administrator, other teachers and the public need to be aware of the instructional intent of the program. It is hoped that this project will serve that purpose. It is in no way intended that the *Multi-Occupations Curriculum Guide* be anymore than a guide. It is not designed to be prescriptive and it will be continuously revised and updated. It is a start and not the finish.

In a workshop conducted at the University of Idaho in June, 1976, experienced and successful M.O. teacher-coordinators developed the guide. They initially reviewed curriculum guides and instructional materials from other states with similar programs. They examined course outlines and other materials that had been developed in Idaho. Their next step was to develop and reach consensus on unit topics, sub-unit titles and objectives. Thus, through and including the first column of each unit there is general agreement. Columns two and three are suggested activities and suggested evaluation techniques; these are more the result of individual effort and are suggestive only. The resources and references listed are those which are currently being used by M.O. teacher-coordinators in Idaho.

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Multi-Occupations
Division of Vocational
Teacher Education
University of Idaho
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UNIT ONE | INTRODUCTION TO MULTI-OCCUPATIONS

Unit Goal: The student will develop a basic understanding of the Multi-Occupations program.

A. Get Acquainted
Objective: The student will get acquainted with each of the other students in the class.

B. Introduction to the Co-op Education Concept
Objective: The student will understand the cooperative vocational education concept.

C. Multi-Occupations in Idaho
Objective: The student will develop an understanding of the Multi-Occupations program in Idaho.

D. Program Policies
Objective: The student will develop an understanding of the Multi-Occupations program policies.

E. Curriculum Syllabus
Objective: The student will review the outline of the Multi-Occupations curriculum.

F. Introduction to the Student Organization
Objective: The student will understand the student organization.

Unit Number: I

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Get Acquainted
Sub-Unit Objective: The student will get acquainted with each of the other students in the class.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will participate in a get acquainted activity, learning the name and something positive about each member of the class.	Suggest activities: Each student fills in a seating chart, learning the names of the other students. May repeat until task is accomplished. Circle game — first student states his/her name and something about themselves. Each successive student states their name and something about each previous student. A get acquainted car wash (earn while getting acquainted). A get acquainted picnic.	

Unit Number: I

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Introduction to the Co-op Education Concept
Sub-Unit Objective: The student will understand the cooperative vocational education concept.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will read introductory information on co-op vocational education programs.	*Occupation Relations*, Chapter I. *Cooperative Occupational Education*, Chapter 6.	
2. The student will discuss the concept of cooperative vocational education and each of the cooperative vocational areas.		A Quiz

PUBLISHED MATERIALS

1. Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education.* Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

2. *Occupational Relations: Teachers Manual.* Minneapolis, Minnesota: College of Education, Nicholson Hall Bookstore, University of Minnesota, 1969.

3. *Occupational Relations: Student Manual.* Minneapolis, Minnesota: College of Education, Nicholson Hall Bookstore, University of Minnesota, 1969.

Unit Number: I

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Multi-Occupations in Idaho
Sub-Unit Objective: The student will develop an understanding of the Multi-Occupations program in Idaho.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will view the Idaho slide — tape presentation on Multi-Occupations.	Available at the University of Idaho, Department of Vocational Teacher Education.	
2. The student will discuss the slide-tape presentation.		
3. The student will read information on the goals, objectives, benefits and locations of Multi-Occupations programs in Idaho.	*Cooperative Occupational Education*, Chapter 6. Coordinator's address sheet from State Dept.	
4. The student will discuss the goals, objectives, benefits and locations of Multi-Occupations programs in Idaho.		

PUBLISHED MATERIALS

1. Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education.* Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

2. *Occupational Relations: Teachers Manual.* Minneapolis, Minnesota: College of Education, Nicholson Hall Bookstore, University of Minnesota, 1969.

3. *Occupational Relations: Student Manual.* Minneapolis, Minnesota: College of Education, Nicholson Hall Bookstore, University of Minnesota, 1969.

OTHER

1. Coordinator's address sheet from State Supervisor of Cooperative and Distributive Education, State Board for Vocational Education, 506 North 5th, Boise, ID 83720.

2. *Idaho Multi-Occupation Slide-Tape Presentation.*
Contact: John Holup, Teacher Educator, University of Idaho.

Unit Number: I

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Program Policies
Sub-Unit Objective: The student will develop an understanding of the Multi-Occupations program policies.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss class policies.	Provide a hand-out of your policies. Include grooming, attendance and grades.	
2. The student will review forms and records used in the Multi-Occupations program.	Time Sheets (Weekly and quarterly). Training Agreement — Training Plan and Class Schedule	
3. The student will fill in forms and records used in Multi-Occupations program.	Time sheets Training Agreement Class schedule	Check forms for neatness and accuracy.
4. The student will discuss Co-op rules and regulations.	Provide a hand out. Bring out benefits to students.	Students list at least one way each rule will benefit them.

PUBLISHED MATERIALS

None

OTHER

1. Training agreement: available through the State Multi-Occupations Supervisor.
2. Training plans: available through the State Multi-Occupations Supervisor.
3. Weekly time sheets
4. Quarterly time sheets
5. Student class schedules

Unit Number: I

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Curriculum Syllabus
Sub-Unit Objective: The student will review an outline of the Multi-Occupations curriculum
Suggested Duration: 1 class period.

Student Activities	Notes to Teacher	Evaluation
1. The student will read and discuss the class curriculum outline.	Idaho Multi-Occupations Curriculum Guide.	

PUBLISHED MATERIALS

Idaho Multi-Occupations Curriculum Guide available through the State Board for Vocational Education.

Unit Number: I

Unit Title: Introduction to Multi-Occupations
Sub-Unit Title: Introduction to the Student Organization
Sub-Unit Objective: The student will understand the student organization.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will view the slide-tape presentation on the student organization. 2. The student will discuss general information, activities, competitive events and structure of the student organization.		

PUBLISHED MATERIALS

None

OTHER

1. *Idaho Multi-Occupations Slide-Tape Presentation*. Contact: John Holup, Teacher Educator, University of Idaho.

2. DECA'S For Everybody. Contact: John Holup, University of Idaho.

UNIT TWO PRE-EMPLOYMENT PREPARATION

Unit Goal: The student will develop job-seeking skills.

A. Survey of Sources of Employment Opportunities
Objective: The student will identify sources of employment opportunities.

B. Personal Data Sheets
Objective: The student will prepare a personal data sheet.

C. Letters of Application
Objective: The student will write a letter of application.

D. Application Blanks
Objective: The student will develop an awareness of the proper appearance for a job interview.

E. Personal Appearance
Objective: The student will develop an awareness of the proper appearance for a job interview.

F. The Interview
Objective: The student will participate in a job interview.

G. Interview Follow-up
Objective: The student will complete the necessary follow-up steps after a job interview.

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Survey of Sources of Employment Opportunities
Sub-Unit Objective: The student will identify sources of employment opportunities.
Suggested Duration: 3-5 Class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will collect help wanted and situation wanted classified ads from a newspaper.	Before assigning this activity, show samples.	Check ads that the student has brought to class.
2. The student will discuss and relate personal experiences with various sources of employment opportunities.		
3. The student will discuss typical information found in help wanted and situation wanted classified ads.		
4. The student will review help wanted and situation wanted ads in trade magazines.	Collect trade magazines.	A quiz over sources of employment opportunities.
5. The student will listen to and question speakers who will explain services of an employment agency.	State employment agency or a private employment agency.	

PUBLISHED MATERIALS

None

OTHER

1. Classified ads from newspaper
2. Classified ads from trade magazines
3. Private employment agency personnel
4. State employment agency personnel

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Personal Data Sheets
Sub-Unit Objective: The student will prepare a personal data sheet.
Suggested Duration: 3-5 Class periods.

Student Activities	Notes To Teacher	Evaluation
1. The student will discuss the major categories included in a personal data sheet.	Show examples of data sheets. *The Job You Want — How to Get It* p. 42.	
2. The student will list hobbies, interests, references, classes enjoyed, activities, favorable personality characteristics, past job experiences and personal information about himself or herself.	*The Job You Want — How to Get It*, Chapter 2.	Collect list and check.
3. The student will review various samples of personal data sheets.	*The Job You Want — How to Get It*, p. 42. *How To Find And Apply For a Job*, p. 37. *Making The Most of Your Job Interview.* *Merchandising Your Job Talents*, Chapter 3 & 4. *How To Find A Job*, Chapter 7.	
4. The student will prepare a rough draft of personal data sheet according to sample given.		Collect and check rough draft.
5. The student will prepare a finished copy of a personal data sheet.		Collect and check finished copy.

PUBLISHED MATERIALS

1. Blackledge. *The Job You Want — How To Get It.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. Kushner, John, and Keily, Helen. *How to Find and Apply for a Job.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

4. Larson, Darold. *How to Find a Job.* New York, N.Y.: Ace Books, 1974.

5. *Making the Most of Your Job Interview.* New York Life Insurance Company, pamphlet free at local agency, 1975.

6. Meredith, Leona. *Occupational Essentials.* Rockford, Illinois: H.C. Johnson Press, Inc., Vocational Education Division, P.O. Box 5566, 2801 Eastrock Drive, 1971.

7. *Success — A Teaching Unit About Job Application Forms.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

8. U.S. Department of Labor. *Merchandising Your Job Talents.* Washington, D.C.: Government Printing Office, 1969.

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Letters of Application
Sub-Unit Objective: The student will write a letter of application.
Suggested Duration: 4-5 class periods.

Student Activities	Notes To Teacher	Evaluation
1. The student will discuss the importance of letters of application.	Show examples of help wanted ads that require a letter of application.	
2. The student will discuss letter formats and the individual parts of a letter.	*How to Find and Apply for a Job*, Chapter 3. *The Job You Want — How to Get It*, Chapter 5. *Merchandising Your Job Talents*, Chapter 5.	A quiz.
3. The student will write a rough draft of a letter of application in answer to a help wanted ad.	Have a sample ad for the students.	
4. The student will write a rough draft of a letter of application for a job of his/her choice using factual information.	*How to Find and Apply for a Job*, Chapter 3. *The Job You Want — How to Get It*, Chapter 5. *Merchandising Your Job Talents*, Chapter 5.	Collect and check the rough draft.
5. The student will prepare a finished copy of a letter of application for a job of his/her choice using factual information.		Collect and check the finished copy.

PUBLISHED MATERIALS

1. Blackledge. *The Job You Want — How To Get It.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

2. Kimbrell. Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. Kushner, John, and Keily, Helen. *How to Find and Apply for a Job.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

4. Larson, Darold. *How to Find a Job.* New York, N.Y.: Ace Books, 1974.

5. *Making the Most of Your Job Interview.* New York Life Insurance Company, pamphlet free at local agency, 1975.

6. Meredith, Leona. *Occupational Essentials.* Rockford, Illinois: Johnson Press, Inc., 1971.

7. Rowe, Kenneth L., and Jimerson, Hallie C. *Communications in Marketing.* New York, N.Y.: McGraw-Hill Book Co., 1971.

8. U.S. Department of Labor. *Merchandising Your Job Talents.* Washington, D.C.: Government Printing Office, 1969.

OTHER

1. Help wanted ads from a local newspaper

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Application Blanks
Sub-Unit Objective: The student will fill out an application blank.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will fill out a sample application blank.	Pass out the application blank with no instruction on how to fill it out.	Evaluate application blank.
2. The student will read information on how to fill out an application blank.	*How to Find and Apply for a Job*, Chapter 4. *The Job You Want-How to Get It*, Chapter 6. *World of Work*, pp. 31-34.	
3. The student will correct the application blank completed in Activity 1.		
4. The student will discuss typical information included in an application blank.	*How to Find and Apply for a Job*, Chapter 4. *The Job You Want — How to Get It.* *World of Work*, pp. 31-34.	
5. The student will examine samples of application blank.	Collect samples from local businesses.	Evaluate application blank.
6. The student will fill out a final aplication blank.		

PUBLISHED MATERIALS

1. Blackledge. *The Job You Want — How To Get It*. Cincinnati, Ohio: South-Western Publishing Co., 1975.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. Kushner, John, and Keily, Helen. *How to Find and Apply for a Job*. Cincinnati, Ohio: South-Western Publishing Co., 1975.

4. Larson, Darold. *How to Find a Job*. New York, N.Y.: Ace Books, 1974.

5. Meredith, Leona. *Occupational Essentials*. Rockford, Illinois: Johnson Press, Inc., 1971.

6. *Success — A Teaching Unit About Job Application Forms*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

OTHER

1. Samples of local business' application forms.

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Personal Appearance
Sub-Unit Objec tive: The student will develop an awareness of the proper appearance for a job interview.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will review information on the proper appearance for a job interview. 2. The student will discuss proper appearance for a job interview.	*Making the Most of Your Job Interview.* *The Job You Want-How to Get It*, Chapter 7. *How to Find a Job*, Chapter 8. *The Job You Want*, Chapter 4. *You're Hired - Getting the Right Job for You.*	Quiz

PUBLISHED MATERIALS

1. Andrews, Margaret E. *The Job You Want*. New York, N.Y.: McGraw-Hill Book Company, 1968.

2. Blackledge. *The Job You Want - How To Get It*. Cincinnati, Ohio: South-Western Publishing Co., 1975.

3. Larson, Darold. *How to Find a Job*. New York, N.Y.: Ace Books, 1974.

4. *Making the Most of Your Job Interview*. New York Life Insurance Company, pamphlet free at local agency, 1975.

5. Russon, Allein. *Personality Development for Business*. Cincinnati, Ohio: South-Western Publishing Co., 1972.

6. *You're Hired — Getting the Right Job for You: Teachers Manual*. Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1972.

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: The Interview
Sub-Unit Objective: The student will participate in a job interview.
Suggested Duration: 5-10 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss the importance of a good job interview.		
2. The student will review information on the job interview.	*How to Find a Job*, Unit 8-12. *You're Hired!*, Part III, A-E. *Making the Most of Your Job Interview.* *The Job You Want — How to Get It*, Chapter 7. *How to Find and Apply for a Job*, Chapter 5. *Occupational Essentials*, Chapter 3, pp. 51-66.	Quiz.
3. The student will answer several of the typical questions asked in a job interview.	*Making the Most of Your Job Interview* (last half of pamphlet). *You're Hired!*, student manual, pp. 147-149.	Evaluate answers.
4. The student will evaluate classmates as they are interviewed in class.	Bring in an outside person: a counselor, teacher, business person, etc. *National DECA Handbook*. High School Job Interview Rating Sheet.	Evaluate the students using a job interview rating sheet.
5. The student will participate in a job interview.	Bring in an outside person: a counselor, teacher, business person, etc., to do the interview.	Evaluate the student using a job interview rating sheet.

PUBLISHED MATERIALS

1. Blackledge. *The Job You Want — How To Get It.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. Kushner, John, and Keily, Helen. *How to Find and Apply for a Job.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

4. Larson, Darold. *How to Find a Job.* New York, N.Y.: Ace Books, 1974.

5. *Making the Most of Your Job Interview.* New York Life Insurance Company, pamphlet free at local agency, 1975.

6. Meredith, Leona. *Occupational Essentials.* Rockford, Illinois: Johnson Press, Inc., 1971.

7. *National DECA Handbook.* Falls Church, Virginia: DECA Supply Service, 1975.

8. *You're Hired! — Getting the Right Job for You: Teachers Manual.* Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1972.

OTHER

1. Outside interviewers such as counselors, teachers, business persons.

2. Video tape machine

Unit Number: II

Unit Title: Pre-Employment Preparation
Sub-Unit Title: Post Interview Follow-Up
Sub-Unit Objective: The student will complete the necessary follow-up steps after a job interview.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss the importance of following-up after a job interview.	*How to Find and Apply for a Job*, Chapter 6. *You're Hired!* Teacher's Manual, Part IV. Student Manual, Part IV.	
2. The student will review the post-interview follow-up steps.	*How to Find and Apply for a Job*, Chapter 6. *You're Hired!* Teacher's Manual, Part IV. Student Manual, Part IV.	
3. The student will write a post-interview thank you letter.	*How to Find and Apply for a Job*, p. 67.	Evaluate letters.

PUBLISHED MATERIALS

1. Kushner, John, and Keily, Helen. *How to Find and Apply for a Job.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

2. *You're Hired — Getting the Right Job for You: Student Manual.* Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1972.

3. *You're Hired — Getting the Right Job for You: Teachers Manual.* Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1972.

UNIT THREE | GROWING ON THE JOB

Unit Goal: The student will assess their individual needs in career preparation by developing their decision making ability; appraising their values and personality; and examining their business relationships.

A. Decision Making
Objective: The student will develop a process for decision making.

B. Human Relations
Objective: The student will appraise his or her values and personality.
Objective: The student will understand the correlation between job progress and a satisfactory relationship with his/her employer.
Objective: The student will understand the correlation between job progress and satisfactory relationships with co-workers.
Objective: The student will understand the importance of good customer relations.

C. Training Station and Job Description
Objective: The student will describe his/her present job and training station.

Unit Number: III

Unit Title: Growing on the Job
Sub-Unit Title: Decision Making
Sub-Unit Objective: The student will develop a process for decision making.
Suggested Duration: 3-5 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss the importance of decision making.	*Decisions & Outcomes*, p. 5. *Case Studies*, Set 1. *Management Decision Making.*	
2. The student will discuss methods of decision making.	*Decision & Outcomes*, p. 6 & 7. *Case Studies*, Set 1. *Management Decision Making.*	
3. The student will identify a formalized method of decision making.	*Decision & Outcomes*, p. 7. *Case Studies*, Set. 1 *Management Decision Making.*	
4. The student will develop a decision making process.	*Decisions & Outcomes*, p. 7-11. *Case Studies*, Set. 1 *Management Decision Making.*	Apply process to case problems.

PUBLISHED MATERIALS

1. *Case Studies, Set No. 1, Employee Relations*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University.

2. Gelatt, H.B. *et al. Decisions and Outcomes*. New York, N.Y.: College Entrance Examination Board, 1973.

3. *Human Relations Games*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

4. *Human Relations Revised*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

5. *Values Clarification*. New York, N.Y.: Hart Publishing Co., 1972.

6. *Values for Distributive Education*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

OTHER

1. School guidane counselor

Unit Number: III

Unit Title: Growing on the Job
Sub-Unit Title: Human Relations (Self-Appraisal)
Sub-Unit Objective: The student wil appraise his or her values and personality.
Suggested Duration: 2-4 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will complete a self-analysis rating scale.	*Business Behavior*, p. 24. *A Pre-Employment Curriculum For Distributive Education* p. 121-129. School Guidance Counselor *The World of Work, Orientation and Guidance*, p. 125	Scoring of the self-analysis rating scale by individual student and interpretation by instructor.
2. The student will define personality.	*Occupational Relations*, pp. 19-33. *Human Relations Revised*, p. 7.	
3. The student will define three types of personality.	*Occupational Relations*, pp. 19-20.	
4. The student will list desirable personality traits.	*Occupational Relations*, pp. 23-27. *Human Relations Revised*, pp. 10-11.	
5. The student will explain how personality can be improved.	*Occupational Relations*, pp. 27-28. *Human Relations Revised*, pp. 11-15.	
6. The student will devise a plan to eliminate undesirable personality traits.	*Occupational Relations*, pp. 30-33. *Human Relations Revised*, pp. 11-15.	The student will repeat self-analysis rating scale at the end of the semester.

PUBLISHED MATERIALS

1. Batis, Harry P., and Robertson, Jack E. *A Pre-Employment Curriculum for Distributive Education*. Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1974.

2. Everhordt, R.M., and Leonard, Robert. *Personal Dynamics in Personality Development*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

3. *Human Relations Revised*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

4. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

5. *Occupational Relations*. Minneapolis, Minnesota: Nicholson Hall Bookstore, University of Minnesota, 1969.

6. Russon, Allien R. *Business Behavior*. Cincinnati, Ohio: South-Western Publishing Co., 1964.

7. *The World of Work: Orientation and Guidance*. Clemson, south Carolina: Clemson University, 1971.

OTHER

1. School guidance counselor

Unit Number: III

Unit Title: Growing on the Job
Sub-Unit Title: Human Relations (Employer-Employee Relations)
Sub-Unit Objective: The student will understand the correlation between job progress and a satisfactory relationship with his/her employer.
Suggested Duration: 2-4 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify and discuss rules which employers will expect him/her to adhere.	*Occupational Relations*, pp. 44-50.	
2. The student will discuss and identify what they expect from their employer.	*Occupational Relations*, pp. 50-52.	
3. The student will discuss and identify methods of terminating employment.	*Occupational Relations*, pp. 52-53.	
4. The student will solve employer-employee case problems.	*Occupational Relations, Coordinator's Guide*, pp. v-2, v-7. *Case Studies, Set 1, Employee Relations.*	Evaluate written case problems.
5. The student will discuss alternative solutions to the case problems.	*Occupational Relations, Coordinator's Guide.* pp. v-2, v-7. *Case Studies, Set 1 Employee Relations.*	

PUBLISHED MATERIALS

1. *Case Studies, Set No. 1, Employee Rlations.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

2. *Human Relations Revised.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

3. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Company, 1975.

4. *Occupational Relations.* Minneapolis, Minnesota: Nicholson Hall Bookstore, University of Minnesota, 1969.

5. *Occupational Relations, Coordinator's Guidelines.* Minneapolis, Minnesota: Nicholson Hall Bookstore, University of Minnesota, 1969.

Unit Number: III

Unit Title: Growing on the Job
Sub-Unit Title: Human Relations (Co-worker Relations)
Sub-Unit Objective: The student will understand the correlation between job progress and satisfactory relationships with co-workers.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss and identify co-worker relations problems.	*Occupational Relations*, pp. 55-60. *Succeeding in the World of Work*, pp. 57-59.	
2. The student will explain the steps in establishing and promoting good co-worker relations.	*Case Studies, Set. 1, Employee Relations.* *Occupational Relations, Coordinator's Guide*, pp. V1-5 V1-12.	Case problems

PUBLISHED MATERIALS

1. *Case Studies, Set No. 1, Employee Relations.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. *Occupational Relations.* Minneapolis, Minnesota: Nicholson Hall Bookstore, University of Minnesota, 1969.

4. *Occupational Relations, Coordinator's Guidelines.* Minneapolis, Minnesota: Nicholson Hall Bookstore, University of Minnesota, 1969.

Unit Number: III

Unit Title: Growing on the Job
Sub-Unit Title: Human Relations (Customer-Employee Relations)
Sub-Unit Objective: The student will understand the importance of good customer relations.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify, discuss and explain the steps in promoting good customer relations.	*Customer Services*, pp. 57-71. *Retail Salesmanship*, pp. 1-9.	
2. The student will solve case studies dealing with customer-employee problems.	*Case Studies, Set 1, Employee Relations.* Retail Store Managers.	Case Problems.

PUBLISHED MATERIALS

1. Ashmun, Richard, and Ernest, John W. *Salesmenship Fundamentals*. New York, N.Y.: McGraw-Hill Book Co., 1973.

2. Buckner, Lero, M. *Customer Services*. New York, N.Y.: McGraw-Hill Book Co., 1971.

3. *Case Studies, Set No. 1, Employee Relations*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

4. Haas, Kenneth B., and Ernest, John W. *Creative Salesmanship*. Beverly Hills, California: Glencoe Press, 1974.

5. Hartzler, F.E. *Retail Salesmanship*. New York, N.Y.: McGraw-Hill Book Co., 1970.

OTHER

1. Retail store managers

Unit Number: III

Unit Title: Growing On The Job
Sub-Unit Title: Training Station and Job Description
Sub-Unit Objective: The student will describe his/her present job and training station.
Suggested Duration: 1-2 class periods for explanation — 2 weeks to 1 semester to complete project.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss the importance of describing the job or training station.	*Occupational Relations*, pp. 34-44. *Know Your Training Station.*	
2. The student will identify the steps in describing the job or training station.	*Occupational Relations*, pp. 34-44. *Know Your Training Station.*	
3. The student will describe his/her present job or training station.	Job Manual Weekly Reports This is a competitive activity for DECA.	Completion of job manual.

PUBLISHED MATERIALS

1. *Idaho DECA Handbook*. Boise, Idaho: State Supervisor of Distributive Education, 1975.

2. *Know Your Training Station*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1973.

3. *Occupational Relations*. Minneapolis, Minnesota: Nicholson Hall Bookstore, University of Minnesota, 1969.

UNIT FOUR | CAREER INVESTIGATION

Unit Goal: The student will compare individual potential with career opportunities and make a tentative choice of careers.

A. Assessment of Abilities, Aptitudes, and Interests
Objective: The student will evaluate his or her abilities, aptitudes, and interests.

B. Research of Occupations
Objective: The student will describe characteristics of possible occupations.

C. Comparison of Students with Careers
Objective: The student will compare his or her abilities, aptitudes, and interests with the career occupations researched.

D. Formulate Choices of Careers
Objective: The student will make a tentative choice of careers.

Unit Number: IV

Unit Title: Career Investigation
Sub-Unit Title: Assessment of Abilities, Aptitudes, and Interests
Sub-Unit Objective: The student will evaluate his/her abilities, aptitudes and interests.
Suggested Duration: *4-6 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will complete self-evaluation of his/her abilities, aptitudes and interests.	*Succeeding in the World of Work*, Chapter 6. *Activities for Succeeding in the World of work*, Chapter 6.	
2. The student will complete an aptitude battery.	Suggested batteries: General Aptitude Test Battery Armed Services Vocational Aptitude Battery	
3. The student will complete an interest survey.	Suggested surveys: —California Interest Survey —Ohio Vocation Interest Survey —Kuder Preference Record —Strong Interest Survey	
4. The student will compare his/her self-evaluation with the aptitude scores and interest survey results.	A profile sheet may be worked up using information from the self-evaluation, aptitude battery and interest survey. *It is advisable that instruments that have a time delay between administration and return of scores should be given to the students well enough in advance of this unit to save time and allow for smooth flow of the unit.	Check student profile sheets.

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PUBLISHED MATERIALS

1. Buros, O. (Ed.). *Mental Measurement Yearbooks*. Highland Park, N.J.: Gryphone Press, 1st Edition, 1972 (2 volumes). A catalog of mental measurements from which additional or optional instruments may be selected. Check with your school counselor.

2. *Armed Services Vocational Aptitude Battery*, available and administered free of charge through Armed Services Recruiters.

3. *General Aptitude Test Battery*, available and administered free of charge through Armed Services Recruiters.

4. *California Interest Survey*

5. *Kuder Preference Record.* Science Research Associates, Inc., Chicago, Illinois.

6. *Ohio Vocational Interest Survey*. New York, N.Y.: Harcourt Brace Jovanovich, Inc.

7. *Strong Interest Survey*. Stanford University Press, Stanford, California.

8. Kimbrell, Gardy, and Vineyard, Ben S. *Activities for Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

9. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

OTHER

1. Guidance counselor

Unit Number: IV

Unit Title: Career Investigation
Sub-Unit Title: Research of Occupations
Sub-Unit Objective: The student will describe characteristics of possible occupations.
Suggested Duration: 10-12 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss definitions of "career."	*Succeeding in the World of Work*, Chapter 1.	
2. The student will identify and select career clusters that are of interest.	*Succeeding in the World of Work*, pp. 10-22. *Activities for Succeeding in the World of Work*, p. 23.	
3. The student will select occupational possibilities within the career clusters.	Recommend selection of 10 to 15 occupations.	
4. The student will research selected occupations finding information on location of occupations, education and/or training, employment outlook, salaries and nature of work.	*Occupational Outlook Handbook.* *Dictionary of Occupational Titles*, Volume 11. Project View SRA Career Information Kit Occupational films Occupational books Industry & Association pamphlets Resource persons from various career fields. Field trips Vocational schools and programs in the area may be assessed.	

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PUBLISHED MATERIAL

1. Project View: Microfische cards covering all non-degree types of occupations in Idaho. Every school in Idaho has been provided with project view.

2. *SRA Career Information Kit*. Chicago, Illinois: Science Research Associates, Inc.

3. U.S. Department of Labor. *Dictionary of Occupational Titles*, Volume II, Washington D.C.: U.S. Government Printing Office, annually.

4. U. S. Department of Labor. *Occupational Outlook Handbook*, 1975-76 edition. Washington, D.C.: U.S. Government Printing Office.

OTHER

1. Films on occupations

2. Books on occupations

3. Industry & associations pamphlets

4. Resource persons

5. Field trips

6. Vocational schools

Unit Number: IV

Unit Title: Career Investigation
Sub-Unit Title: Comparison of Students with Careers
Sub-Unit Objective: The student will compare his/her abilities, aptitudes, and interests with occupations researched.
Suggested Duration: 2-4 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will select the occupations that most appeal to his/her interest.	Recommend selection of 2 to 4 occupations.	
2. The student will discuss the symbols in the worker trait section of the *Dictionary of Occupational Titles*, Volume II.	*Dictionary of Occupational Titles*, Volume II, Appendix A and B.	
3. The student will identify the worker traits of the selected occupations.	*Dictionary of Occupational Titles*, Volume II, pp. 217-529.	
4. The student will compare his/her profile with the worker traits of the selected occupations.		

PUBLISHED MATERIAL

1. U.S. Department of Labor. *Dictionary of Occupational Titles*, Volume II. Washington, D.C.: U.S. Government Printing Office. Annually.

Unit Number: IV

Sub-Unit Title: Formulate Choices of Careers
Sub-Unit Objective: The student will make a tentative choice of careers.
Suggested Duration: 1 or 2 class periods.

Student Activities	Teacher Activities	Evaluation
The student will write a report on his or her comparison of careers with their profile, reflecting a tentative choice and reasons for the choice.	The teacher may want to emphasize the process of career investigation and selection for further individual research.	Review paper.

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UNIT FIVE | BASIC SKILLS

Unit Goal: The student will develop basic computational and communicative skills necessary to succeed in the world of work.

A. Math
Objective: The student will solve vocational mathematical problems.

B. Listening
Objective: The student will develop listening skills.

C. Oral Communications
Objective: The student will develop oral communication skills.

D. Written Communications
Objective: The student will develop written communication skills.

Unit Number: V

Unit Title: Basic Skills
Sub-Unit Title: Math
Sub-Unit Objective: The student will solve vocational mathematical problems.
Suggested Duration: 8-10 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will, through pre-test, establish the level of his/her abilities in: addition subtraction multiplication division (apply to functions in whole numbers, fractions, decimals, and percentages.)	*Math Skill Builder.* *Tasks for Vocational Mathematics for Business.*	Pre-test
2. Based on pre-test scores, the student will solve problems in addition, subtraction, multiplication, and division on whole numbers, fractions, decimals and precentages.	*Math Skill Builder.* *Tasks for Vocational Mathematics for Business.*	Test
3. The student will solve sales-clerk math problems.	*Merchandising Mathematics.*	Test
4. The student will define inventory terms.	*Mathematics in Marketing,* Chapters 5, 6, and 7.	Test
5. The student will explain procedures for taking inventory.	*Mathematics in Marketing,* Chapters 5, 6, and 7.	
6. The student will solve problems for taking inventory.	*Mathematics in Marketing,* Chapters 5, 6 and 7.	Test
7. The student will solve problems relating to mark-up and mark-down.	*Mathematics in Marketing,* Chapters 5, 6 and 7.	Test
8. The student will calculate gross pay and ned pay based on: (a) amount per hour and number of hours with overtime; (b) commission on sales.	*Merchandising Math,* Part II.	Test
9. The student will demonstrate cash register procedures.	National Cash Register Bulletins	Evaluate student's demonstration of cash register operation and function.

*continued

A Study Guide to Efficient Market Checking, Mathematics in Marketing, Chapter 3.

PUBLISHED MATERIALS

1. Carlo, Patrick A., and Murphy, Dennis, H. *Merchandising Mathematics.* Albany, N.Y.: Delmar Publishers, 1967.

2. Earhardt, Richard M. *Math Skill Builder.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University.

3. Jackson, Carl N. *A Study Guide to Efficient Marketing.* 6th ed., Long Beach, California: CNV Publishing Co., 1969.

4. Logan, William B., and Freeman, M. Herbert. *Mathematics in Marketing.* New York, N.Y.: McGraw-Hill Book Co., 1970.

5. Martinka, Marie. *Tests for Vocational Mathematics for Business.* Cincinnati, Ohio: South-Western Publishing Co., 1972.

6. Piper, Edwin B. *Merchandishing Mathematics.* Cincinnati, Ohio: South-Western Publishing Co., 1972.

OTHER

1. National Cash Register Company

Unit Number: V

Unit Title: Basic Skills
Sub-Unit Title Listening
Sub-Unit Objective: The student will develop listening skills.

Suggested Duration 3-5 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss the importance of listening.	Class discussion *Communications in Marketing*, Chapter 2. *Fundamentals of Selling*, Chapter 5. Discuss room sounds heard during a five minute period while students have eyes closed. Use other class participation hearing/listening activities to emphasize listening skills.	
2. The student will develop and write basic rules for listening.	*Communications in Marketing*.	List of rules
3. The students will participate in listening activities.	Students are divided into groups of three. While one student reads words and sentences from a prepared list, the other two will listen and note on a sheet of paper words the reader does not enunciate clearly.	Enunciation satisfactory to other two students in the group.
	Students listen to a taped speech and will identify in writing: a. Speaker b. Speaker's background c. Major topic d. Supporting issues e. Major emphasis f. Speaker's position g. Biases *Communications in Marketing*, Chapter 2.	Written report
	The students, in role-play situation, listen to customer complaints and grievances; identify in writing the particular problem and write solution.	Written solutions

PUBLISHED MATERIALS

1. Ashmun, Richard, and Ernest, John W. *Salesmanship Fundamentals*. New York, N.Y.: McGraw-Hill Book Co., 1973.

2. Rowe, Kenneth L., and Jimerson, Hallie C. *Communications in Marketing*. New York, N.Y.: McGraw-Hill Book Co., 1971.

3. Wingate, John W., and Nolan, Carroll A. *Fundamentals of Selling*. Cincinnati, Ohio: South-Western Publishing Co., 1969.

OTHER

1. Film: "Thanks for Listening," Bell System
2. Bell System "Teletrainer Kit" — Bell System.

Unit Number: V

Unit Title: Basic Skills
Sub-Unit Title: Oral Communications
Sub-Unit Objective: The student will develop oral communication skills.
Suggested Duration: 5-6 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify, list, and explain the elements of clear speech.	*You: for Young Women*, Section V. *You: for Young Men*, Section IV. *Communications in Distribution.* *Communications in Marketing*, Chapters 4, 5, and 6. Ask assistance of speech teacher. Demonstrate how voice is related to personality and how it is possible to communicate different meanings with some words.	
2. The student will practice. a. tone b. enuciation c. pronunciation d. expression e. courtesy f. correctness g. clearness h. conciseness i. completeness	*Teaching Personal Development*, pp. 45-47. Film: "A Manner of Speaking" *Communications in Marekting*, Chapter 4. Students evaluate their own ability and another speaker's ability to transmit a message utilizing these 9 elements. Students tape record a five minute, self-prepared speech and playback for evaluation and critique.	Student self-evaluated.
3. The student will demonstrate telephone communication skills.	Related materials produced by Bell System and General Telephone. Use Bell Telephone Co. "Teletrainer."	Individual student rating sheet.
4. The student will demonstrate introduction skills.	Role-play situations.	Student participation.
5. The student will identify the role of parliamentary procedure in controlling oral communication.	*Roberts Rules of Order.* *Succeeding in the World of Work*, pp. 297-301.	Student participation and skill.

PUBLISHED MATERIALS

1. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

2. Knox, Phil. *Parliamentary Procedure*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University.

3. Robert, Henry M. *Robert's Rules of Order Revised*. Dallas: Scott, Foresman, and Co.

4. Robertson, Jack E. *You: A Guide to Personal Development for Young Men*. Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1975.

5. Rowe, Kenneth L., and Jimerson, Hallie C. *Communications in Marketing*. New York, N.Y.: McGraw-Hill Book Co., 1971.

6. Schultz, Gene Church, and Robertson, Jack E. *You: A Guide to Personal Development for Young Women*. Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1975.

7. Smith, Maggie Ritter. *Teaching Personal Development for Occupational Preparation*. Division of Vocational Education, University of California.

OTHER

1. Bell Telephone Company

Unit Number: V

Unit Title: Basic Skills
Sub-Unit Title: Written Communications
Sub-Unit Objective: The student will develop written communication skills.
Suggested Duration: 4-6 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify parts of a letter, formats and styles.	Provide information sheets. *Business Communications*, Units 1 & 2. *Communications in Marketing*, Chapter 7.	
2. The students will explain how to create a good "First Impression" in letter writing.	*Secretarial Office Practice.* *Business English and Communications.* Written explanation.	Written work
3. The student will develop effective sentences and paragraphs.	Discuss student ideas.	
4. The student will write a business letter.	Invite office occupations instructor. Students write 1 letter each to cover following purposes: A. Introduce and recommend B. Sales C. Claims and Adjustments D. Credit and Collection E. Personal Resume F. Personal Letter of application. *Survival in the World of Work*, pp. 6. *How to Find and Apply for a Job.* *World of Work*, pp. 35.	Letters
5. The student will identify the use of: a) memorandum, b) message, c) sales check, d) purchase order, e) resume, f) application.	In small groups discuss with students the use and importance of each.	

PUBLISHED MATERIALS

1. Agnew, P.L.; Meehan, J.R., and Oliverio, M.D. *Secretarial Office Practice.* Cincinnati, Ohio: South-Western Publishing Co., 1966.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. Kushner, John, and Kelly, Helen. *How to Find and Apply for a Job.* Cincinnati, Ohio: South-Western Publishing Co., 1975.

4. Poe, Roy W., and Fruehling, Rosemary T. *Business Communications.* New York, N.Y.: McGraw-Hill Book Co., 1973.

5. Rowe, Kenneth L., and Jimerson, Hallie C. *Communications in Marketing.* New York, N.Y.: McGraw-Hill Book Co., 1971.

6. Stewart, Marie M.; Lanham, F.W.; and Zimmer, K. *Business English and Communications.* New York, N.Y.: McGraw-Hill Book Co., 1962.

7. Storms, Charles A. *Survival in the World of Work.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

UNIT SIX | BUSINESS

Unit Goal: The student will develop a basic understanding of American Business.

A. Free Enterprise System
Objective: The student will develop an understanding of the free enterprise system.

B. Business Activities

1. Types of Ownership
   Objective: The student will explain the advantages and disadvantages of various types of business ownership.

2. Company Image
   Objective: The student will explain the role of the company image.

3. Location and Facilities
   Objective: The student will explain the principles of business location and facility planning.

4. Personnel Policies
   Objective: The student will develop an understanding of personnel policies.

5. Merchandising
   Objective: The student will develop an understanding of merchandising.

6. Financing
   Objective: The student will identify methods of financing a business.

7. Risks
   Objective: The student will explain risks in business.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Free Enterprise System
Sub-Unit Objective: The student will develop an understanding of the free enterprise system.
Suggested Duration: 3-5 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify characteristics of different economic systems.	*Comparative Economic Systems.* *Marketing, Sales Promotion and Advertising,* Part 3.	
2. The student will identify and discuss privileges and responsibilities of a free enterprise system.	*Small Business Management,* pp. 1-2.	Quiz

PUBLISHED MATERIALS

1. *Economics for Distributive Education*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1969.

2. Hailes, William D. Jr., and Hubbard, Raymond T. *Small Business Management*. New York, N.Y.: Delmar Publishers, 1965.

3. Louchs, William N., and Whitney, William G. *Comparative Economic Systems*. 9th ed. New York, N.Y.: Harper and Row, 1973.

4. Nolan, Carroll A., and Warmke, Roman F. *Marketing, Sales Promotion and Advertising*. 7th ed. Cininnati, Ohio: South-Western Publishing Co., 1965.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities — Types of Ownership
Sub-Unit Objective: The student will explain the advantages and disadvantages of the various types of business ownership.
Suggested Duration: 3-4 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify and discuss the types of business ownership.	*Retailing: Principles and Practices*, Part 19.	
2. The student will identify and discuss the advantages and disadvantages of types of business ownership.	*Small Business Management*, Unit 3.	Short paper Quiz

PUBLISHED MATERIALS

1. Hailes, William D. Jr., and Hubbard, Raymond T. *Small Business Management*. New York, N.Y.: Delmar Publishers, 1965.

2. Richert, G. Henry; Meyer, Warren G.; Haines, Peter G., and Harris, E. Edward. *Retailing: Principles and Practices*. 6th ed. New York, N.Y.: McGraw-Hill Book Co., 1974.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Company Image
Sub-Unit Objective: The student will explain the role of the company image.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will define company image.	*Retailing: Principles and Practices*, Part 31.	
2. The student will explain the role of company image.	*Going Into Business For Yourself*, Part 6.	
3. The student will identify elements that determine company image.		The student will identify the image of local store and explain his/her reasoning.

PUBLISHED MATERIALS

1. Kuebbeler, Gary L. *Going Into Business For Yourself.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

2. Richert, G. Henry; Meyer, Warren G.; Haines, Peter G., and Harris; E. Edward. *Retailing: Principles and Practices.* 6th ed. New York, N.Y.: McGraw-Hill Book Co., 1974.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Location and Facilities
Sub-Unit Objective: The student will explain the principles of business location and facility planning.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify the factors involved in locating a business.	*Retail Merchandising*, Chapter 3, Part A.	
2. The student will identify and explain the principles of locating a business.	*Small Business Management*, Unit 4. *Retailing: Principles and Practices*, Part 64.	
3. The student will identify the factors involved in business facility planning.		The student will describe why a business is located in a particular location.
4. The student will identify, discuss and explain the principles of facility planning.		

PUBLISHED MATERIALS

1. Hailes, William D. Jr., and Hubbard, Raymond T. *Small Business Management*. New York, N.Y.: Delmar Publishers, 1965.

2. Richert, G. Henry; Meyer, Warren G.; Haines, Peter G., and Harris, E. Edward. *Retailing: Principles and Practices*. 6th ed. New York, N.Y.: McGraw-Hill Book Co., 1974.

3. Wingate, John W., and Samson, Harland E. *Retail Merchandising*. 8th ed. Cincinnati, Ohio: South-Western Publishing Co., 1975.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Personnel Policies
Sub-Unit Objective: The student will develop an understanding of personnel policies.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will define personnel policy.	*Small Business Management*, Unit 12. *Retailing: Principles and Practices*, pp. 189.	
2. The student will explain the role of personnel policies.		
3. The student will identify the elements of personnel policies.	*Going Into Business For Yourself*, Parts 15-18.	Test

PUBLISHED MATERIALS

1. Kuebbeler, Gary L. *Going Into Business For Yourself.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

2. Hailes, William D. Jr., and Hubbard, Raymond T. *Small Business Management.* New York, N.Y.: Delmar Publishers, 1965.

3. Richert, G. Henry; Meyer, Warren G.; Haines, Peter G., and Harris, E. Edward. *Retailing: Principles and Practices.* 6th ed. New York, N.Y.: McGraw-Hill Book Co., 1974.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Merchandising
Sub-Unit Objective: The student will develop an understanding of merchandising.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will define merchandising.	*Small Business Management*, Unit 8.	
2. The student will explain the role of merchandising.	*Small Business Management*, Unit 8.	
3. The student will identify and explain the elements of merchandising.	*Retailing: Principles and Practices*, Units 5, 11, 17, & 23.	Test

PUBLISHED MATERIALS

1. Hailes, William D. Jr., and Hubbard, Raymond T. *Small Business Management*. New York, N.Y.: Delmar Publishers, 1965.

2. Richert, G. Henry; Meyer, Warren G.; Haines, Peter G., and Harris, E. Edward. *Retailing: Principles and Practices*. 6th ed. New York, N.Y.: McGraw-Hill Book Co., 1974.

3. *The Merchandising Game*. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1974.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Financing
Sub-Unit Objective: The student will identify methods of financing a business.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will discuss different means of financing a business.	*Going into Business for Yourself*, Part 7. *Retailing: Principles and Practices*, Part 48.	List methods.

PUBLISHED MATERIALS

1. Kuebbeler, Gary L. *Going Into Business For Yourself.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

2. Richert, G. Henry; Meyer, Warren G.; Haines, Peter G., and Harris, E. Edward. *Retailing: Principles and Practices.* 6th ed. New York, N.Y.: McGraw-Hill Book Co., 1974.

Unit Number: VI

Unit Title: Business
Sub-Unit Title: Business Activities - Risks
Sub-Unit Objective: The student will explain risks in business.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify risks in business.	*Small Business Management*, Unit 10.	
2. The student will classify risks into insurable and uninsurable categories.	Guest speaker from insurance company.	
3. The student will explain the role of insurance in relationship to risks.		Explain risks and types of insurance a local business may have.

PUBLISHED MATERIALS

1. Hailes, William D. Jr., and Hubbard, Raymond T. *Small Business Management*. New York, N.Y.: Delmar Publishers, 1965.

OTHER

1. Guest speaker from insurance company.

UNIT SEVEN | PERSONAL ECONOMICS

Unit Goal: The student will develop a basic understanding of the role of personal economics.

A. Money Management

1. Budgets
   Objective: The student will develop a manageable budget for his or her use.

2. Credit
   Objective: The student will develop an understanding of the wise use of credit.

3. Savings Account
   Objective: The student will describe the benefits of maintaining a savings account.

4. Checking Accounts
   Objective: The student will describe the use of a checking account.

B. Income Taxes
Objective: The student will complete and file State and Federal Income Tax forms.

C. Social Security
Objective: The student will identify and describe the main programs covered by the Social Security Act.

D. Legal Contract Problems of the Worker
Objective: The student will explain the essential characteristics of a legal contract.

E. Workers and Unions
Objective: The student will explain the role of unions in American society.

F. Insurance and the Worker
Objective: The student will plan an insurance program according to individual needs.

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Budgets
Sub-Unit Objective: The student will develop a manageable budget for his or her use.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify the personal benefits of preparing and living on a budget.	Prepare a handout and/or text assignment. *Succeeding in the World of Work*, Chapter 10.	
2. The student will examine sample budget forms.	Prepare handout and discuss. *Succeeding in the World of Work*, Chapter 10.	
3. The student will list and explain the elements of a budget.	Prepare handout and/or text assignment. *Succeeding in the World of Work*, Chapter 10.	
4. The student will identify the value of using goals as a guide in budget planning.	Teacher-class discussion. Guest lecture.	
5. The student will read an article on budget preparation and prepare a trial plan.	Class discussion and work project. *Succeeding in the World of Work*, Chapter 10, page 4, budget form.	
6. The student will develop a budget.	Assist student on individual basis.	Evaluate student budget.
7. The student will summarize how a realistic budget can help achieve long range goals.	Explain report requirements.	Evaluate report.

PUBLISHED MATERIALS

1. Kimbrell, Grady and Vineyard, Ben S. *Succeeding in the World of Work*. 2nd ed. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

2. Price, Ray G.; Musselman, Vernon A., and Hall, J. Curtis. *General Business for Everyday Living*. New York, N.Y.: McGraw-Hill Book Co., 1972.

3. *Student Manual for Occupational Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

OTHER

1. Local banks
2. Credit unions
3. Finance company

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Credit
Sub-Unit Objective: The student will develop an understanding of the wise use of credit.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will explain the meaning of credit.	Reading assignment: *Occupational Relations Manual*, Chapter 8.	
2. The student will list and explain the three "C"s of credit.	Reading assignment: *Occupational Relations Manual*, Chapter 8.	
3. The student will explain how to obtain credit.	Reading assignment: *Occupational Relations Manual*, Chapter 8.	
4. The student will complete the reading assignment and list three suggestions a person should follow to keep a good credit rating.	Reading assignment: *Occupational Relations Manual*, Chapter 8.	
5. The student will explain the wise use of credit privileges.	Lead a class discussion.	
6. The student will list and explain three advantages and three disadvantages of credit buying.	*Basic Retail Credit-D.E. Manual*, Assignment No. 6. Lead a class discussion.	
7. The student will list and explain the effects of a good credit rating in the business community.	Reading assignment: *Occupational Relations Manual*, Chapter 8. Lead a class discussion.	
8. The student will explain the difference between an open or regular charge account and a flexible charge account.	Reading assignment: *Occupational Relations Manual*, Chapter 8.	

PUBLISHED MATERIALS

1. *Basic Retail Credit*. Austin, Texas: Instructional Materials Center, The University of Texas at Austin, 1976.

2. De Camp, Catherine Crook. *Money Tree*. New York, N.Y.: New American Library, 1972.

3. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

4. *Student Manual for Occupational Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

OTHER

1. Local banks

1.
2. Credit unions

3. Finance companies

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Savings Account
Sub-Unit Objective: The student will describe the benefits of maintaining a savings account.
Suggested Duration: 2-3 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will identify benefits gained from saving.	Assignment: *Occupational Relations*, Chapter 8.	
2. The student will explain an effective method of saving.	Assignment: *Occupational Relations*, Chapter 8. Class discussion.	
3. The student will list and explain four (4) reasons for saving.	Assignment: *Occupational Relations*, Chapter 8.	Evaluate listing and reasons.
4. The student will recognize and explain the difference between three (3) institutions used for saving.	Assignment: *Occupational Relations*, Chapter 8.	Evaluate listing and differences.

PUBLISHED MATERIALS

1. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

2. *Student Manual for Occupation Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

OTHER

1. Local banks

2. Credit unions

3. Finance companies

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Checking Accounts
Sub-Unit Objective: The student will describe the use of a checking account.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will describe how to open a checking account.	Assignment: Study *Occupational Relations*, Chapter 8.	
2. Using blanks provided, the student will write sample checks.	Assignment: Study *Occupational Relations*, Chapter 8. Provide sample checkbooks.	
3. Using blanks provided, the student will fill out and explain purpose of check stubs and/or register.	Assignment: Study *Occupational Relations*, Chapter 8.	
4. Using blanks provided, student will balance (reconcile) checkbook with bank statement.	Assignment: Study *Occupational Relations*, Chapter 8. Provide simulated bank statement.	Evaluate statement.
5. The student will submit a written report on advantages and disadvantages of checking accounts.	Assignment: Study *Occupational Relations*, Chapter 8.	Evaluate reports.

PUBLISHED MATERIALS

Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

2. *Student Manual for Occupational Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

OTHER

1. Local banks
2. Credit unions
3. Finance companies

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Income Taxes
Sub-Unit Objective: The student will complete and file State and Federal Income Tax forms.
Suggested Duration: 10-12 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will explain the benefit principle of taxation.	Assignment: Study *Occupational Relations Manual*, Chapter 9.	
2. The student will explain the "ability to pay" principle of taxation.	Assignment: Study *Occupational Relations Manual*, Chapter 9.	
3. The student will describe the three major kinds of tax rates, i.e., proportional, progressive and regressive.	Assignment: Study *Occupational Relations Manual*, Chapter 9. Class discussion.	
4. The student will explain types of Federal and State Income Tax forms.	Assignment: Study Department of the Treasure, Internal Revenue Service, *Understanding Taxes, Teaching Taxes Program.*	
5. The student will define and explain forms W-4 and W-2.	Assignment: same as No. 4	
6. The student will define and explain use of forms 1040, 1040A and State Income Tax Reporting form 40.	Assignment: same as No. 4 Class discussion.	
7. Using blank tax forms, the student will complete sample forms using tax tables and tax rate schedules shown in reference.	Assignment: same as No. 4 Use tax tables and schedules.	Evaluate completed sample forms.
8. Complete and file appropriate State and Federal Income Tax forms.		Evaluate completed forms.

PUBLISHED MATERIALS

1. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

2. *Student Manual for Occupational Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

3. U.S. Department of the Treasury, Internal Revenue Service. *Understanding Taxes, Teaching Taxes Program*. Washington, D.C.: Government Printing Office, annually.

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Social Security
Sub-Unit Objective: The student will identify and describe the main programs covered by the Social Security Act.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. Those students who do not have a Social Security card will apply immediately to local Social Security office.	Give individual assistance in completing form as required. Class discussion.	
2. The student will explain the basic idea on which the Social Security System was planned.	Assignment: Read *Succeeding in the World of Work*, Chapter 16. Class discussion. Guest speaker: Social Security Representative.	
3. The student will identify those people that may become eligible to receive cash benefits.	Assignment: Read *Succeeding in the World of work*, Chapter 16. Class discussion.	
4. The student will explain how a worker becomes eligible to receive retirement cash benefits	Assignment: Read *Succeeding in the World of Work*, Chapter 16. Class discussion.	
5. The student will explain how a worker becomes eligible to receive Medicare.	Assignment: Read *Succeeding in the World of work*, Chapter 16. Class discussion.	
6. The student will prepare written examples of how the young worker can benefit from survivors benefits, disability benefits and workers' compensation.	Assignment: Read *Succeeding in the World of Work*, Chapter 16. Class discussion.	Evaluate written reports.
7. The student will write a short explanation of how the overall Social Security System is financed.		Evaluate reports.

PUBLISHED MATERIALS

1. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

2. *Student Manual for Occupational Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

OTHER

1. Local social security office.

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Legal Contract Problems of the Worker
Sub-Unit Objective: The student will explain the essential characteristics of a legal contract.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will define the term "contract."	Assignment: Read *Occupational Relations Manual*, Chapter 12. Class discussion.	
2. The student will explain why contracts are needed in our modern society.	Assignment: Read *Occupational Relations Manual*, Chapter 12. *Succeeding in the World of Work*, Chapter 13. Class discussion. Guest speaker.	
3. The student will give examples of "offer and acceptance" and termination.	Assignment: Read *occupational Relations Manual*, Chapter 12. *Succeeding in the World of Work*, Chapter 13. Class discussion.	
4. The student will explain the following terms as they pertain to "Real Consent": a. Mistake b. Misrepresentation c. Fraud d. Duress e. Undue influence f. Competent parties	Assignment: Read *Occupational Relations Manual*, Chapter 12. *Succeeding in the World of Work*, Chapter 13.	
5. The student will describe the term "competent parties" as it pertains to legal contracts.	Assignment: Read *Occupational Relations Manual*, Chapter 12. *Succeeding in the World of work*, chapter 13.	

6. The student will describe "valid consideration" as used in legal contracts.	Assignment: Read *Occupational Relations Manual*, Chapter 12. *Succeeding in the World of Work*, chapter 13. Class discussion.	
7. The student will explain the term "legal purpose" as it pertains to contract preparations.	Assignment: Read *Occupational Relations Manual*, Chapter 12. *Succeeding in the World of Work*, Chapter 13.	
8. The student will draft a sample contract using the basic essential characteristics listed in Activities 3, 4, 5, 6, 7.	Assignment: Read *Occupational Relations Manual*, Chapter 12. *Succeeding in the World of Work*, Chapter 13.	Evaluate sample contracts.

PUBLISHED MATERIALS

1. Canini, Patrick. *Law Know-How for D.E.* Columbus, Ohio: Ohio Distributive Education Materials Laboratory, The Ohio State University, 1975.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. *Student Manual for Occupational Relations.* Minneapolis, Minnesota: college of Education, University of Minnesota, 1969.

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Workers and Unions
Sub-Unit Objective: The student will explain the role of unions in American Society.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The students will describe the growth of unions in America.	Assignment: Read *Occupational Relations Manual*, Chapter 11. Class discussion.	
2. The student will give reasons why workers join unions.	Assignment: Read *Occupational Relations Manual*, Chapter 11. Guest speaker.	
3. The student will explain the various methods used by unions to achieve their objectives.	Assignment: Read *Occupational Relations Manual*, Chapter 11. Class discussion.	
4. The student will describe functions of different union organizations: craft, industrial, closed shop, open shop and union shop.	Assignment: Read *Occupational Relations Manual*, Chapter 11. Class discussion.	

PUBLISHED MATERIALS

1. *Student Manual for Occupational Relations.* Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

Unit Number: VII

Unit Title: Personal Economics
Sub-Unit Title: Insurance and the Worker
Sub-Unit Objective: The student will plan an insurance program according to individual needs.
Suggested Duration: 1-2 class periods.

Student Activities	Notes to Teacher	Evaluation
1. The student will explain the purpose of an individual insurance plan.	Assignment: Study *Succeeding in the World of Work*, Chapter 17.	
2. The student will explain the following insurance terminology: policy, policy holder, underwriter, and premium.	Assignment: Study *Succeeding in the World of Work*, Chapter 17. Class discussion.	
3. The student will describe the different categories of automobile insurance.	Assignment: Study *Succeeding in the World of Work*, Chapter 17. Class discussion.	
4. The student will describe the function of the following types of insurance: life, property, marine, public liability, theft and health.	Assignment: Study *Succeeding in the World of Work*, Chapter 17.	
5. The student will explain what is meant by the law of averages" or "theory of probability" as it applies to insurance.	Assignment: Study *Succeeding in the World of Work*, Chapter 17. *Occupational Relations Manual*, Chapter 13. Class discussion.	
6. The student will prepare a list of personal risks which most urgently need insurance coverage.	Assignment: Study *Succeeding in the World of Work*, Chapter 17. Class discussion. Individual counseling.	Evaluate listings.
7. The student will prepare an insurance program based on risks developed in Acitvity 6.	Individual counseling.	Evaluate program.

PUBLISHED MATERIALS

1. *Handbook of Life Insurance*. New York, N.Y.: Kelsey-Daniels Institute of Life Insurance, 1975.

2. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1975.

3. *Student Manual for Occupational Relations*. Minneapolis, Minnesota: College of Education, University of Minnesota, 1969.

OTHER

1. Local insurance agents.

UNIT EIGHT | JOB RELATED INSTRUCTION

Unit Goal: This unit does not provide an outline of the content to be used in teaching job-related instruction. Because the nature of this unit dictates that the material be highly individualized or group oriented, two purposes are intended:

1) to list sources of materials relating to job-related instruction; and
2) to present methods of instruction that can be utilized in delivering job-related instruction.

A. Sources of Material

1. Other Teachers
2. Individual Published Material
   a. Library
   b. Companies
   c. Instructional Materials Centers
   d. Trade Association Journals
   e. Federal and State Agencies
   f. Extension Agencies
   g. Training Station/Employer
   h. LAP (Learning Activity Packages)

B. Methods of Instruction

1. Have the student develop a job manual.
2. Have the student participate in the development of a training plan.
3. Review/report on specific job information.
4. Have students visit similar businesses (jobs)/report.
5. Assign students to classes on occupational clusters.
6. Relate the assignment to a particular job.
7. Have the student work with other teachers.
8. Have the student work with professionals.
9. Arrange for the students to take classes related to their training station.
10. Divide the class into occupation clusters for group instruction.
11. Teacher-student counseling sessions.
12. Have the students collect specific information relating to their job/occupation.

OE V.O 5/2